



Standards & Assessment UPDATE

California Department of Education
Jack O'Connell, State Superintendent of Public Instruction

November 2005

Standardized Testing and Reporting (STAR) Program

Standardized Testing and Reporting Contract

The California Department of Education (CDE) released a Request for Submission (RFS) for the Standardized Testing and Reporting (STAR) Program on July 11, 2005. The RFS was for a four-year contract (January 2006 through December 2009) for administering the STAR Program for the 2006–07, 2007–08, and 2008–09 school years. The RFS included five of the six STAR Program tests:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- National norm-referenced test (NRT)
- Standards-based Test in Spanish (STS)
- California Modified Assessment (CMA)

The CDE received six submissions from the following four companies:

- CTB/McGraw-Hill
- Educational Testing Service (ETS) (Note: ETS submitted three submissions with three different NRTs)
- Harcourt Assessment, Inc.
- Pearson Educational Measurement

The submissions were reviewed by two separate panels. At the November 10, 2005, State Board of Education (SBE) meeting, the State Superintendent of Public Instruction recommended Educational Testing Services (ETS) as the prime contractor with California Achievement Tests, Sixth Education Survey (CAT/6) designated as the NRT. The SBE concurred with the recommendation. Contract negotiations to finalize a scope of work for the STAR Program contract between ETS and the CDE will begin immediately. Per the SBE motion, the contract will be for three years (January 2006–December 2008) with the option to extend for three additional years (January 2009–December 2011).

National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress Release

In 2005, more than 1,000 California schools participated in the National Assessment of Educational Progress (NAEP). The assessment included reading, mathematics, and science. The results of the grade four and eight reading and mathematics assessments were released on October 19, 2005, and can be found on the National Center for Educational Statistics (NCES) Web site at <http://nces.ed.gov/nationsreportcard/>.

Caution should be used when comparing NAEP performance among states. Because of sampling and measurement error in NAEP, small differences in scores may not be significantly different. Therefore, a ranking of states by average scale score is

inappropriate. Instead, comparisons should be focused on specific sub-groups.

A summary of the 2005 NAEP results for California indicate:

- Scores in reading and mathematics parallel the national trend.
- Progress in reading is slower than in mathematics.
- Hispanic students that are not English learners have made the greatest gains on NAEP in recent years.

NAEP 2006 will be conducted between January 30 and March 10, 2006. All participating schools should have completed the pre-ID requirements at this time. Schools need to send home parent notification letters or newsletters two to three weeks before testing. A copy should be faxed to the CDE, attention Eric Zilbert at (916) 319-0967. Sample letters and newsletters are available on the CDE NAEP Web site and the MyNAEP Web site at <https://www.mynaep.com>.

California English Language Development Test (CELDT)

California English Language Development Test Initial Identification Results

Initial assessment results data from July 1, 2004, through June 30, 2005, were posted on November 9 on the California English Language Development Test (CELDT) reporting Web site at <http://celdt.cde.ca.gov>. In addition to the initial identification data, the revised 2004 annual assessment data corrected through the Data Review Module (DRM) was also posted at that time.

The 2005 annual assessment results will be posted on the CELDT Web site in February 2006.

California High School Exit Examination (CAHSEE)

California High School Exit Exam Independent Evaluation Report

The California High School Exit Exam (CAHSEE) independent evaluator, Human Resources Research Organization (HumRRO), has prepared an annual report on the CAHSEE each year since 2000. All reports, including the final CAHSEE Year-6 Evaluation Report, are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/evaluations.asp>.

In summary, the Year-6 Evaluation Report made the following recommendations:

- Keep the CAHSEE requirement in place for the class of 2006 and beyond.
- Identify specific options for students who are not able to satisfy the CAHSEE requirement.
- Accelerate efforts to implement a statewide system of student identifiers.
- Collect data on students not able to satisfy the CAHSEE requirement and use it to refine options for such students.

Intensive Instruction and Services Funding

The Budget Act for 2005–06 authorized a one-time allocation of \$20 million to provide intensive instruction and services for non-special education students in the Class of 2006 who are required to pass the CAHSEE but have not yet passed one or both parts of the exam. Assembly Bill (AB) 128 set out the provisions for the CDE to allocate \$600 per eligible student to schools in order to provide these services. AB 128 required that schools be ranked on the basis of the percentage of eligible students and that funding be provided until exhausted. Earlier this month, the CDE posted the allocation of these funds on the CDE Web site at <http://www.cde.ca.gov/fg/fo/r19/cahseeiis05result.asp>.

At the end of this school year, schools that received this funding will be required to submit a report to the CDE to indicate how they used this funding. AB 128 states that intensive instruction and services may include, but are not limited to:

- Individual or small group instruction
- Hiring of additional teachers
- Purchasing, scoring, and reviewing diagnostic assessments
- Counseling
- Designing instruction to meet specific needs of eligible pupils
- Appropriate teacher training to meet the needs of eligible pupils

Students receiving special education services were not eligible for this intensive instruction and services funding. However, AB 128 also allocated one-time funding of approximately \$50 million to be used, in part, to provide intensive instruction to special education students in the class of 2006 who have not yet passed one or both parts of the CAHSEE.

California Physical Fitness Test (PFT)

Physical Fitness Test Regulations

In September 2005, the SBE approved the Initial Statement of Reasons, Notice of Proposed Rulemaking, and the commencement of the regulatory process for the proposed amendments to the Title 5 Regulations for the Physical Fitness Test (PFT) and directed staff to begin the 45-day written comment period. The proposed regulations were modified based on feedback received during the comment period and the public hearing and submitted for a 15-day written comment period. The proposed regulations are posted on the CDE Web site at <http://www.cde.ca.gov/re/lr/rr/>. □

More information...

For more information about any of the mentioned SBE items, access the SBE agenda on the CDE Web site at <http://www.cde.ca.gov/be/ag/ag/>.